

Dare to be You Fidelity Instrument

Final: 5/27/97

HF = High Fidelity

MF = Moderate Fidelity

LF = Low Fidelity

Global Program Philosophy

1. Parent and Community-based project
HF Project is parent and 2-5 year old child-focused, pre-school linked, and includes components targeting community care givers
LF Project does not include pre-school, parent/family and community components.
2. Youth Project Targets Parents and Other Care Givers
HF Project seeks to serve very young high-risk youth by directly targeting parents and other care givers.
LF Project does not target both parents and other care givers in the community
3. Parenting Skills Focus
HF Project builds on parental efficacy, parenting skills, stress management, and developmental knowledge to improve youth environment
LF Project does not build on parental efficacy, parenting skills and stress management to improve youth environment
4. Youth Self Esteem Targeted
HF Project directly attempts to build youth self-esteem
MF Project only indirectly targets youth self-esteem
U Project does not target youth self-esteem
5. Family members including siblings are encouraged to attend.
HF All family members are encouraged to attend whenever possible including all siblings and other adult care givers in the home.
U Siblings and other family members are not included.

Targeted Groups

1. Age of targeted youth
HF Youth are between the ages of 2 ½ and 5.
MF Youth are between the ages of 2 and 6.
LF Youth targeted include those above age 6 or under age 2.

2. Risk Factors of Targeted Youth
 - HF The following risk factors are considered when selecting families and youth: abuse, school failure, economically disadvantaged, mental health complications, history of AOD use, teen parent at birth/single parent/foster parent/socially isolated, high-risk community.
 - MF Other risk factors are included for consideration.

3. Distribution of Risk Factors for Each Group of Targeted Youth
 - HF Each workshop group represents a range of risk factors to prevent stigmatization and provide a range of viewpoints. 5-10% with 0-1 risk factors, 80-90% with 2-7 risk factors and 5-10% with 8 or more risk factors.
 - MF Project targets families with high, moderate and low degrees of risk present but the number of extremely high risk families is under 20%
 - LF Project targets more homogenous groups on the degree of risk present or only high risk and moderate risk families with no attempt to include families with a variety of risk factors

4. Acute Risk Factors Principally Targeted
 - HF Project seeks families with risk factors amenable to intervention through short-term, family-focus approaches (ie, not chronic to the degree that preventive interventions are inappropriate and not acute crisis situations). The focus is on families that realistically can improve through an educational program and accompanying support system.
 - LF Project does not constrain selection of families with an eye to an appropriate range of risk factors.

5. Inclusion of Adult Care-giver
 - HF Each target youth must participate with a committed adult family member who contributes significantly to the youth's supervision or a person primarily involved in raising the child such as a foster parent.
 - MF Each participating youth must involve a committed adult who contributes significantly to the youth's supervision
 - LF Some youth do not have committed, participating adults who contribute significantly to their supervision

6. Ethnicity of targeted youth
 - HF Project can target any single or mixed ethnic group, provided any necessary adaptations are made to meet the unique needs of any targeted cultural group.
 - LF Project does not make necessary cultural adaptations for a particular targeted ethnic group.

7. Focus on Moderate and High-Risk Families
 - HF Project targets pre-school youth by identifying moderate and high-risk families.
 - LF Pre-school youth are targeted without criteria identifying families with a range of risk statuses.

8. Referral Source(s)
 - HF Referrals are made from many sources including Head Start, other pre-schools, social service agencies, day care programs, etc.
 - LF Referrals are restricted to any single source.

14. Community Workers
 - HF The project also targets and provides training for the majority of day care workers and head start teachers that work with the target children
 - MF Project targets and provides training for a select set of day care workers and head start teachers (select based on small geographic region that does not include catchment area for all participating children or does not include both day care workers and head start teachers)
 - LF Project does not target community workers that are likely to spend time with targeted children

Infrastructure

1. Host Agency Commitment to Project
 - HF Host agency must have substantial commitment to project from-upper-level administration to directly involved project staff. This will include commitment of in-kind resources.
 - MF. Host agency must have substantial commitment to project from-upper-level administration to directly involve project staff.
 - LF Host agency does not have upper level administrative commitment to the project.

2. Pre-school Commitment(referral sources): Curriculum Integration
 - HF School-based component includes integration of DTBY curriculum strategies in classrooms from which children have been referred—supports what DTBY is doing in the workshops.
 - LF School does not commit to integration of some DTBY curriculum strategies into participating classrooms.

3. Potential Use of Subcontractors to implement project
 - HF Selection of any subcontractors involves an assessment of their commitment to the program philosophy and their resource capacity to implement the project.
 - MF Selection of any subcontractors involves an assessment of their resource capacity to implement the project
 - LF Selection of any subcontractors does not involve a careful inspection of the agency.

4. Memorandum of Agreement
 - HF Explicit memorandum of agreement should be in place with all subcontractors that details recruitment commitments, implementation and record keeping responsibilities, monitoring agreements and quarterly reporting requirements
 - LF Administrative agreement provides only for fiscal relationship or does not exist

5. Project Relationship to Host and Subcontract Organizations
 - HF DTBY project is treated on parallel with all other agency activities, included as a topic in all staff meetings.
 - MF DTBY is recognized as important to agency clientele and periodically reviewed at staff meetings or the program staff is actually housed in a DTBY program. Support is present for the program in some local organization.
 - LF DTBY project is treated as a unique project in agency, is not regularly addressed in ongoing staff meetings, etc.

6. Office Space—Host Agency
 - HF Host agency provides sufficient office space for project staff to operate including common work space and meeting facilities, offices with telephones and storage space
 - MF Project provides simple office space for staff
 - LF Project does not have ample space committed to project staff to provide basic offices. Staff works primarily at home and is not connected to other program staff.

7. Office Space—School Based Component
 - HF Space requirements only entail materials storage and the regular display of project visual aids.
 - LF School does not provide simple access to classrooms for storage of materials and display of project visual aids.

8. Workshop Site Space—Size
 - HF Program space includes one large room and two to three small rooms for joint activities of up to 10-20 parents and 20-40 kids as well as for small group activities
 - MF Program space includes two decent sized rooms or one large room that can be easily split into two or more sections for small group activities
 - LF Program space does not provide for splitting into groups or does not have ample space for joint activities

9. Workshop Site Space—Eating Requirements
 - HF Workshop site has facilities for food preparation and communal eating
 - MF Workshop site has facilities that accommodate eating on-site
 - LF Workshop site does not provide for eating on-site

10. Workshop Site Space—Ownership
 - HF Host agency or subcontractors have ample space to conduct workshops
 - MF Host agency or subcontractors have access to ample space to conduct workshops in churches, community center, etc.
 - LF Host agency or subcontractors do not have regular access to ample space for sessions

11. Workshop Site Space—Access
 - HF For unowned workshop space, commitments are made to have regular access for three-to-four month intervals that coincide with 12 session program
 - LF Host agency or subcontractors seek space on a week-to-week basis requiring participants to meet at different locations each week
 - LF Access is not available each week
12. Workshop Site Layout
 - HF Workshop site should have tables and chairs or desks; access to electricity for TV or tape players; a sink for finger paint clean-up; flooring acceptable for children to move around on; etc.
 - MF Workshop site has tables and chairs or desks; access to electricity, but no easy access to running water in the meeting room
 - LF Workshop site does not provide easy access to these facilities
13. Workshop Site Utilities
 - HF Workshop site provides access to rest room facilities and a telephone (safety issue)
 - MF Workshop site provides access to rest room facilities and staff have cell phone access for safety precautions
 - LF Workshop site does not provide rest room access

Staffing

1. Project Director Commitment
 - HF Project director commits 4/10 to 5/10 FTE to the project
 - HF Project director commits 6/10 to 1 FTE to the project if responsible for site coordination and involved in direct instruction and family training
 - MF Project director commits 1/4 to 4/10 FTE to the project
 - MF Project director commits 5/10 to the project if responsible for site coordination and involved in direct instruction and family training
 - LF Project director commits less than 1/4 FTE to the project or less than ½ FTE to the project if responsible for site coordination and involved in direct instruction and family training
2. Project Director—Qualifications
 - HF Project director must have an advanced degree (masters or higher).
 - MF Project director must have a bachelor's degree in some relevant field (eg, education, social work, psychology).
 - LF Project director does not have a higher education degree or a degree in some relevant field.

3. Project Director—Experience
 - HF Project director has at least five years experience working in adult and child education and working with teachers in the traditional educational system. The director must also have considerable experience working with whatever ethnic/cultural group that is targeted by the intervention and with training and group facilitation in this sort of context.
 - MF Project director has at least three years experience working in adult and child education and working with teachers in the traditional educational system. The director must also have considerable experience working with whatever ethnic/cultural group that is targeted by the intervention.
 - LF Project director does not have at least three years experience in education or experience working with the ethnic/cultural group that is targeted by the intervention.

4. Project Director—Responsibilities
 - HF The project director is responsible for personnel, the budget, program records oversight, community public relations, links to other agencies (eg, referrals), and is fully trained and capable to serve as a back-up group trainer.
 - MF Project director is responsible for personnel, the budget, community public relations, links to other agencies (eg, referrals)
 - LF The project director is responsible for anything less than the above

Note: The site supervisor is including in the staffing plan only if there are subcontracts with several sites. This individual would then supervise all of the site coordinators. The next four items should be left blank if there are not several subcontractors operating at the project.

5. Site Supervisor—Qualifications
 - HF The site supervisor must have a higher education degree in some related field.
 - LF The site supervisor does not need a bachelor's degree.

6. Site Supervisor—Experience
 - HF Site supervisor must have experience in the field of community education or related fields and have managed programs and staff.
 - LF Site supervisor does not have community education experience or has not managed programs and staff.

7. Site Supervisor—Responsibilities
 - HF Each site supervisor is responsible for hiring and supervising coordinators, child program staff and insuring that adequate training is made available. Site supervisor is fiscally responsible for program funds, maintains records, and providing adequate work space and connections to the agency staff. Attends specific program training for DTBY.
 - MF Each site supervisor is responsible for hiring and supervising coordinators, child program staff and insuring that adequate training is made available. Site supervisor is fiscally responsible for program funds and providing adequate work space and connections to the agency staff.
 - LF Site supervision does not carry out responsibilities as above.

8. Site Coordinator/Parent Trainer—Commitment
 - HF Each site maintains a 50% or greater FTE site coordinator
 - MF Each site maintains a 25 to 50% FTE site coordinator, depending on the number of workshops and/or responsibilities at the site.
 - LF Each site maintains less than a 25% time site coordinator
9. Site Coordinator—Qualifications
 - HF The site coordinator must have a master's or other advanced training degree and basic knowledge of the prevention field, parenting, and child development.
 - MF The site coordinator has a bachelor's degree in a related field and basic knowledge in prevention, parenting and child development.
 - LF The site coordinator does not have a bachelor's degree in a related field or knowledge of prevention, parenting and child development.
10. Site Coordinator—Experience
 - HF The site coordinator has experience working with both youth and adults and has successful experience in working with the cultural and ethnic characteristics of the target population.
 - LF The site coordinator does not have experience working with both youth and adults with similar characteristics as target population.
11. Site Coordinator—Responsibilities
 - HF The site coordinator(s) are responsible for recruitment and training teen helpers, links with referral agencies, parent training, ensuring that food is prepared for each session and parent incentives are appropriately distributed, conducting After Dare sessions, tracking youth and parents, and conducting community training workshops.
 - MF The site coordinators split these duties with the child program coordinators if FTEs and duties are appropriately negotiated.
 - LF The site coordinator(s) are not responsible for each of these activities/events.
12. Child Program Coordinator—Commitment
 - HF The child program coordinator commits .25 FTE at each site (This assumes that there are a minimum of two 12 hour sessions per year and should be adjusted accordingly.)
 - LF The child program coordinator commits less than .25 FTE at each site
13. Child Program Coordinator—Qualifications
 - HF The child program coordinator should have a bachelors degree in a related field and must like working with children.
 - MF The child program coordinator should have some post secondary education and must like working with children.
 - LF The child program coordinator has no post secondary education and/or does not enjoy working with children.

14. Child Program Coordinator—Experience
 - HF The child program coordinator must have extensive experience working with preschool children in an educational program environment and experience in a setting that works with multiple agencies.
 - MF The child program coordinator has some experience working with young children in an educational program environment.
 - LF The child program coordinator does not have experience working with children in an educational program environment.
15. Child Program Coordinator—Responsibilities
 - HF The child program coordinator oversees the child services personnel, reinforces the material presented in the parent workshops through developmentally appropriate activities for target youth, and operates the siblings component for initial workshop series, reinforcing workshops and AFTER-DARE.
 - MF The child program coordinator oversees the child services personnel, reinforces the material presented in the workshops, and operates the siblings components for all but AFTER DARE.
 - LF The child program coordinator does not oversee all DTBY child related activities
16. Support Staff
 - HF The project maintains a .50 to 1.0 FTE support staff person for project correspondence, materials preparation, logistics and record maintenance.
 - MF The project maintains less than a .50 FTE support staff person.
 - LF The project does not maintain some portion of a support staff person explicitly dedicated to the project
17. Teen Teachers—Commitment
 - HF One teen teacher or parent that has graduated from the DARE to be You program is recruited for every five children in a group. They commit to training time and to meeting time each week for a minimum of one 12 week series.
 - MF One teen volunteer or graduate parent is recruited for every seven children in a group (if the number of paid staff maintains the ratio of “teachers” to youth at 1:5).
 - LF Less than one volunteer or paid staff is recruited for every seven children in a group or they don’t commit to regular weekly sessions.

Training

1. Site Coordinators/Parent Trainers Training Workshop
 - HF Parent trainers attend two day DARE to be You trainer workshop covering the basic background theory and activities as covered in the full 12 session parent training agenda.
 - MF Parent trainers attend 16 hour workshop covering full 12 session parent training agenda over the course of less than two weeks.
 - LF Parent trainers attend less than 16 hours of training.

2. Site Coordinators/Parent Trainers Participation in Training
 - HF All site coordinators and parent trainers participated in the formal training workshop.
 - MF Half of the site coordinators and parent trainers have participated in the formal training workshop—the rest of been informally trained through on-the-job training with experienced trainers.
 - LF Less than half of the site supervisors or parent trainers have participated in the formal training of trainers.
3. Parent Trainer Training—Self-Concept
 - HF Eight hours of training committed to self-efficacy, self-concept and basic constructs such as how to improve your own situation, how to organize your environment, interpersonal strategies, and activities for adults and kids.
 - LF Parent trainers have no training in self-concept.
4. Parent Trainer Training—Taking Responsibility
 - HF Four hours of training are devoted to personal responsibility, locus of control, attributions, and self management.
 - LF Parent trainers have no training in self responsibility concepts and activities.
5. Parent Trainer Training—Social Skills
 - HF Three hours of training are invested in basic social skills and communication—knowing what values you are communicating.
 - LF Parent trainers have no training in basic social skills and communication.
6. Parent Trainer Training—Problem Solving
 - HF Three hours of training are devoted to problem solving and reasoning skills.
 - LF Parent trainers have no training in problem solving and reasoning skills.
7. Parent Trainer Apprenticeship
 - HF Parent trainers attend full three month training workshop; co-train another full workshop; are monitored another workshop; then are fully prepared to run workshops on their own.
 - MF Parent trainers co-train a full workshop before conducting sessions on their own or have previous experience training adults with DTBY program.
 - LF Parent trainers do not have any apprenticeship following initial training.
8. Site Coordinator—Training
(Applicable if the site coordinator is a person different from the parent trainer.)
 - HF Site coordinator attends full parent training workshop
 - MF Site coordinator attends most of parent training workshop
 - LF Site coordinator does not attend most of parent training workshop

9. Site Coordinator—Apprenticeship
 - HF Site coordinator co-trains a full 12 session parent training sequence
 - MF Site coordinator co-trains occasionally
 - LF Site coordinator is not directly involved in either the parent or child program to some extent.
10. Site Coordinator—Subsequent Monitoring
 - HF Site coordinator, following training, periodically sits in on parent training workshops for each active parent trainer
 - LF Site coordinator does not periodically sit in on parent training workshops for active parent trainers
11. Child Program Coordinator—Training
 - HF Child program coordinator takes DTBY trainer course and/or participates through the entire parent training component facilitating integration of parent and child activities.
 - MF Child program coordinator participates in a portion of the parent training component.
 - LF Child program coordinator does not participate in training.
12. Child Program Coordinator—Periodic Planning Meetings with Parent Trainer and Teen Staff
 - HF Planning meetings are arranged to coordinate the parent and youth activities. There should be a minimum of one before each series and between individual sessions. These meetings quickly address the issues that are critical for the parent training sessions. Teen workers would be involved in several of these sessions.
 - MF Planning meetings are arranged to coordinate the parent and youth activities. Periodic meeting are held with involved staff to identify pertinent issues.
 - LF Minimal pre-workshop meetings are used to coordinate parent/child activities between workshop sessions. The child program coordinator is unaware of the objectives or process of the parent training sessions.
13. Teen Training—Duration
 - HF Teen companions participate in a seven hour training session scheduled on a Saturday.
 - MF Teen companions participate in a five or six hour training session on a Saturday.
 - LF Teen companions do not receive at least five hours of training.
14. Teen Training—Focus
 - HF Training provides an overview of all of the critical activities to be introduced in DTBY sessions so teen helpers are familiar with the program.
 - LF Teen training covers only general DTBY issues and does not prepare teens for specific activities scheduled for DTBY sessions.

15. Teen Training—Addresses Child Abuse Reporting
 - HF Teen training includes a discussion of state/local child abuse reporting requirements.
 - LF Teen training does not include a detailed discussion of child abuse reporting requirements.
16. Teen Training—Cleanliness and Health
 - HF Training includes a discussion of illness prevention with protocols for handling infants (eg, diapers), washing hands, etc.
 - LF Training does not include a discussion of these issues.
17. Teen Training—Focus on Positives
 - HF Time is spent presenting and discussing alternatives to punishment.
 - LF Time is not spend discussion alternatives to punishment.
18. Teen Training—Paperwork
 - HF Teens complete an employee demographics survey and medical release form and staff copy their ID.
 - LF Teens do not complete both an employee demographics and medical release form or staff do not obtain a coy of Ids.
19. Teen Training—Hands on Experience
 - HF Teens participate in role plays of components of the critical activities to be implemented with the children during DTBY workshops.
 - LF Teens do not actively participate in role plays of activities to be implemented during DTBY workshops.
20. Staff Meeting
 - HF Formal staff meetings occur at least every other week.
 - MF Informal staff meetings occur every other week.
 - LF Staff meetings occur less frequently than every other week.
21. Staff Pre-Class Meetings
 - HF Site coordinator, child program coordinator, and teen helpers meet at some point for 30 to 45 minutes before each training session/workshop in order to prepare for the coming workshop activities.
 - MF Site coordinator and child program coordinator meet each week at some point before each training session/workshop—teen helpers are briefed at least 15 in preparation for the next workshop’s activities.
 - LF Site coordinator and child program coordinator do not get together each week to specifically discuss the upcoming week`s programming
22. Workshop log and sign-in (time) sheets
 - HF Parent Trainer and Child Program Coordinator mutually complete workshop log sheets and maintain sign-in/time sheets for parents and children at every session.
 - MF One staff member completes log and sign in/time sheets at every session.
 - U No one regularly completes log sheets or sign-in records.

Dare to Be You Parent Curriculum

General Overview

1. Parent Group Meeting Schedule—Number of Sessions/Weeks
 - HF Parent group meets for 11-12, 2 ½ hour sessions (includes ½ hour meal time)
 - MF Parent group meets for 10, 13 or 14 sessions
 - LF Parent group meets for fewer than 10 or more than 14 sessions
2. Parent Group Meeting Schedule—Workshop Duration
 - HF Parent group sessions span 12-14 session/weeks
 - MF Parent group sessions span 10-11 weeks or 15-18 weeks
 - LF Parent groups meet for less than ten weeks or span more than 18 weeks
3. Parent Group Meeting Schedule—Frequency
 - HF Parent groups meet once a week
 - MF Parent groups meet weekly with a few exceptions where a week or two is skipped and another week or two doubled up
 - LF Parent groups meet every other week or sessions are condensed to include several weekday or weekend sessions
4. Parent Group Meeting Schedule—Regularity
 - HF Parent groups meet at the same day and time each week
 - MF Parent groups meet at the same day and time for at least 80% of the sessions, but occasionally meet on a different schedule
 - LF Parent groups do not have a regular schedule
5. Parent Group Meals—Promotion of Interaction
 - HF Families are randomly assigned to seats based on color-coded tables in order to foster inclusion, build social support networks, and minimize seclusion and cliques.
 - MF Some method of ensuring families do not form cliques, are not excluded from the group, and are comfortable is instituted. These overt efforts may be discontinued after a while if it appears no longer necessary.
 - LF Families are not integrated through some random process even initially.
6. Staff Participation in Meals
 - HF Program staff (including volunteers) assist with serving and participate in the meal and are also randomly interspersed among the tables ensuring informal interactions.
 - MF Program staff assist with serving and helping families but do not eat with the families.
 - LF Staff do not participate in meal interactions or are not intermixed among the families.

7. Family Meals—Child Supervision
 - HF During meal, formal policy is established that parents are responsible for child supervision until formal program starts.
 - MF During meal, formal policy is established that staff are responsible for child supervision.
 - LF No formal policy is established for supervision of children during meal.
8. Philosophical Approach to Interactions
 - HF Staff do not directly challenge a parent's view about any particular topic (eg, a parent that truly believes in spanking). Staff do not directly challenge strongly held positions. It is not valuable to lose the war on one battle. Rather, they build on establishing alternatives, improved household management techniques, and the impact of different discipline strategies on long term resiliency to problem behaviors.
 - LF Staff challenge parents on any issue that does not fit with the DTBY philosophy.
9. Philosophical Approach to Educational Role versus Problem Solving Role.
 - HF Parent trainer involves adult family members in learning experiences that enhance parental efficacy and satisfaction, knowledge of child development and child rearing strategies that promote competent and responsible children that have social and problem solving skills. Parent trainers do not, in any official way, offer solutions to problems that families bring to classes but only provide information to families to allow them to make better decisions.
 - LF Parent trainers give advice on individual family/personal problems with children rather than focus on helping parents learn problem solving techniques in an educational setting.
10. Parent Group—Greeting
 - HF Parent trainer or parent/child coordinator arrive early in order to personally greet each of the arriving family members.
 - MF On occasion, parent trainer or parent/child coordinator have someone else (eg, volunteer) greet arriving family members.
 - LF There is not a personal greeting for each arriving family member or parent trainer or parent/child coordinator is not typically the person doing the greeting.
11. Parent Sign-In
 - HF Upon arrival, parent(s) sign-in and note arrival time.
 - MF Someone signs the parents in on arrival (eg, staff or volunteer)
 - LF No sign-in sheet is retained keeping track of when families are present.
12. Parent Name Tags
 - HF Parents make and wear colorful name tags at least during first and second sessions.
 - MF Staff prepare name tags that parents wear.
 - LF Parents do not wear name tags.

13. Child—Name Tags
 - HF Staff prepare heart shaped name tags that children select and put their first name on tag. Staff then laminate and use them every week or name tags are covered with contact paper and names are added with permanent markers.
 - MF Children make name tags that staff then laminate and bring each week or children make new “artistic” name tags at several sessions.
 - LF Name tags are not made for each of the children to wear during initial few sessions or until their names are known by other kids and staff.
14. Child Sign-In
 - HF Children are signed in either at parent sign-in at arrival or when the group splits into parent and child groups.
 - LF Child attendance is not maintained.
15. Child Sign-In—Alternative Pick-Up Release
 - HF Sign-in sheet includes place to identify someone else who has permission to pick-up a particular child that day/evening.
 - LF Provision is not made to routinely identify an alternate individual to pick up a child.
16. Initial Seating Arrangement
 - HF Parents sit around tables or in a circle of chairs.
 - LF Seats are arranged in formal rows with little ability to see and interact with other participants.
17. Departure Time
 - HF Explicit policy exists and is explained to parents that staff will record the time that they leave, if they leave before the end of the program.
 - LF Policy is not in place or parents are not aware of policy and procedures.

Introduction—Session I

Parent Workshop I—Introduction

1. Philosophical Overview Provided
 - HF Parents seated in circle (or table set in circle) for fifteen minute introduction to Dare to be You philosophy (process focused, self-concept building program)
 - MF Parents seated in rows or at tables for ten to twenty minute introduction
 - LF Parents not provided at least a ten minute introduction
2. Handouts
 - HF Parents receive a DARE to be You folder for class papers and copies of consent forms signed in session I, at the Pre Survey.
 - MF Parents receive a copy of the consent forms signed in session I.
 - LF Parents do not receive a copy of the consent form.

3. Staff Introductions
 - HF All staff, including any volunteers, are introduced to parents. Child program staff need to be introduced to parents to increase credibility and trust. This should include a very brief statement of the experience and previous successes especially of child program personnel. This would occur within the initial three sessions.
 - MF Key program staff are introduced to parents including child program coordinator.
 - LF No introductions are made in an effort to establish credibility and trust with the parents.
4. Program Introduction
 - HF Parents are introduced briefly to the program via the Program Philosophy, page 1 Parent Manual. Handouts and Overheads are used to visually support information.
 - MF Parents are introduced to program as above. Handouts or overheads are not used.
 - LF Parents are given no introduction or no verbal introduction, only handouts.
5. Introduction Content
 - HF Program introduction addresses each of the following substantive concepts: family support, positive world view, belief in future, working toward goals, positive self-concept, sense of personal responsibility and personal power, positive communication or social skills, decision making and reasoning skills, and well defined value system
 - MF Program introduction includes most but not all eight of these concepts
 - LF Program introduction does not directly introduce at least five of these concepts.
6. Medical Services Release
 - HF Parents complete medical services release form that identifies child's doctor and provides DTBY staff permission to take child to the doctor in case of emergency.
 - LF Parents do not complete and sign a medical services release form.
7. Family Meal
 - HF Meal is either the first activity or the last activity of the group meeting.
 - LF Meal is not included in this session.

Child Workshop I—Introduction

1. Welcome Activity
 - HF Children are greeted on arrival and encouraged to join the first activities by the program staff. (This may take place as they arrive or after a meal if the meal is the initial activity.)
 - LF Children are not greeted on arrival or directed to the initial activity.

2. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.

3. Self-Responsibility, Communication Skills & Empathy
 - HF Group spends 15 minutes on empathy skills training as outlined on pages 19-22.
 - MF Some similar set of activities is developed for use with the children.
 - LF Child group does not work on empathy and communication skills.

4. Self-Concept
 - HF The *Everybody Cries Sometimes* tape is used to introduce the children to the validity of feelings.
 - MF An alternative activity such as Bert the Beautiful Butterfly is used to teach children the validity of feelings.
 - LF No activity is used to teach children the validity of feelings.

5. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack and/or setting up new activities to encourage the enjoyment of self-responsibility.
 - LF Children do not participate in a meaningful way in the preparation and clean-up of snacks or learn about responsibilities by helping to set up new activities.

6. Self-Responsibility and Empathy Development
 - HF Puppets are used to demonstrate the “Do’s and Don’ts” for-workshops—including “time out.” Children are actually involved in making the group rules through a technique such as thumbs up or thumbs down.
 - MF Puppets or a similarly effective way such as large posters and stories, are used to demonstrate the “Do’s and Don’ts” for workshops—including timeout, but the children do not play a meaningful role in making the rules.
 - LF Group rules are not developed and demonstrated to the children. Children do not have any input/vote on the rules.

7. Self-Concept—Rules
 - HF Play is used to reinforce the importance of rules with the duck, duck, goose game outlined on p 33.
 - MF Play is used to reinforce the importance of rules with some activity similar to that outlined in the manual.
 - LF Play is not used to reinforce the importance of rules.

8. Self-Concept, Self-Responsibility, & Decision Making
 - HF Children are taught the need for taking responsibility and making good decisions through alternative activities outlined in the manual (Pp 35-54) through a series of activities that run up to 40 minutes.
 - MF Some similar set of activities are developed to further children's experiences with taking responsibility and making good decisions. The group commits at least 30 minutes to this activity.
 - LF Activities designed to further the children's sense of responsibility and the importance of good decision making is not a major focus of this session.

9. Restful Review
 - HF A period of 10 to 15 minutes is devoted to a relaxing review period (eg, story or song) before reuniting them with their parent(s) as outlined on pages 55-64.
 - MF Periodically, a video may be used during restful review but should not be relied on to entertain the children each session.
 - LF A relaxing review period is not used as a transition to reuniting with the children's parents.

10. Parent/Child Interaction*
 - HF Interaction and close contact with the parent(s) is initiated by tracing the child's silhouette on butcher paper.
 - MF Some similar interactive activity is included to bring the children and parent(s) together.
 - LF The session does not close with a child/parent interactive activity.

* Although the parent child activity can be placed at either the beginning or the end of the workshop, it is recommended that, at the first session, the parent child activity is placed after the parents have been through the first workshop. This will increase the parents' ability to participate in the first activity in a self-esteeming manner.

Self-Concept—Session II

Parent Workshop II—Self-Concept

1. Congruent Warmup Activity—Success Sharing
 - HF M&M Game is conducted as described on page 9 of Parent Manual as a warm-up activity to stimulate meeting others and building self-concept by focusing on the positive. Parent's share things they value about themselves with one partner or they may move around the room sharing different items with different people as a way to move around and meet more people. The importance of valuing any number of items a person is able to list instead of focusing on the absolute need for identifying seven factors.
 - MF Another congruent warmup activity may be used but it must meet the criteria of tying directly into the development of self-concept and the building on the concept of parental self-efficacy.

- LF Non-congruent or no warm-up Activity. Structuring the above activity so parents feel judged if they cannot think of seven items. Staff or site sponsors that stand by and observe and do not participate.
2. Introductory IALAC Role Play (I Am Lovable And Capable)
- HF Parent volunteers play roles in specified skits designed to help them identify and analyze influences on their self-concept. Parents then discuss positive ways to handle negative situations. Volunteers are thanked for their “acting” and welcomed back as themselves (get them out of their roles.)
- MF A role play activity that emphasizes the impact of actions and statements on the way young children learn to see, define and value themselves. It is important that any alternative activity addresses several learning modalities such as seen in the IALAC script.
- LF No interactive learning experience to assist parent’s in visualizing the potential impact of words and actions on children’s definition of self. Or volunteers are not thanked and welcomed back as them selves. There is no transition between role play and participation.
3. Self-Concept Models (Balloon and Poker Chip Models)
- HF Two visual models of the developing self-concept are presented to parents and discussion focus on the impact of external and internal influences (p 25). Abilities, expectations, feelings of success and failure, the roles of heritage, gender, sexuality, community and family identity, appearance, abilities, and beliefs about control attributions are discussed with parents.
- LF Visual or concrete model describing self-concept not incorporated into the activities.
4. Time Line of Expectations
- HF Parents participate in an exercise requiring them to list developmental activities of youth and place them on a time line (years of development) or similar indication of the life span such as a circle of life. Group then discusses placement of activities relative to chronological age (p 33).
- LF Parents do not participate in the activity designed to help them understand appropriate ranges of developmental progress.
5. Parental Self-Efficacy Ending Activity (Will become beginning self-efficacy ritual at the beginning of each class.
- HF Success Sharing as described on page 39 in parent manual.
- U Success Sharing not begun on the first night.
6. Positive reflections to child with Dinosaur Awards
- HF Parents identify positive characteristics in individual children and write up awards. This assists them when doing the parent child activity later.
- MF A similar activity is used to let parents focus on positive characteristics of their child.
- LF No activity has parents focus on positive characteristics of their children.

7. Score Card
 - HF Parents learn to identify negative and positive messages they send to themselves and techniques to change some of the negative and notice/add more positive.
 - MF Parental efficacy and esteem is closely linked with the ability to act as nurturing parents. Any activity that provides the same abilities as score card may be used.
 - LF No activity that helps parents identify their positive and negative talk to themselves is completed.

8. Additional Activity - Some programs may have time to incorporate an additional activity such as beginning the Expanding Through Ability section on page 35 in the Parent Manual.
 - HF Additional activity selected from the first 45 pages of the parent manual.
 - MF Additional culturally significant activity that relates to the concepts in the first six activities.
 - LF Any additional activities are essentially non-related.

9. Parent-Child Activity - This activity should be 5-20 minutes and will be placed either before the parent workshop begins or after it ends depending on the timing and group needs.
 - HF Parents and “Focus Child” work together to build skills that support child’s positive self-concept. Implementing the “Complete Child” activity as described in the Preschool Manual is one ideal activity. Parents and children present the complete child to the whole group is key to this activity. They child “hears” as well as sees and draws the positive aspects of themselves and is confirmed by the whole group.
 - MF Parents and children work together on a congruent parent-child activity selected from the children’s manual or from other related sources. Periodic “play” activities encouraging parents and children to play and laugh together can be inserted in any group. One example is “A tisket, A tasket.”
 - LF Families leave before parent-child activity or little significance is placed on parent-child activity.

10. Family Meal
 - HF Meal is either the first activity or the last activity of the group meeting.
 - LF Meal is not included in this session.

Youth Workshop II—Self-Concept

1. Welcome Activity
 - HF Children are greeted on arrival, retrieve their name tags, and are directed by their constant-companion to the success sharing circle.
 - MF Children are greeted on arrival by child program staff member and given heart name tags and then participate in the introductory activities.
 - LF Children are not greeted on arrival and directed to the success sharing circle or do not retrieve name tags.

2. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.

3. Social Skills—Mend a Broken Heart
 - HF Children use staff prepared broken hearts (p 67) and sit in a circle on the floor to discuss the phrase “you broke my heart.” Children find matching puzzle parts of broken hearts and sit with those children with the matching parts and discuss how they might mend a broken heart.
 - MF Some similar empathy and social skills training exercise is implemented.
 - LF Session does not include a similar empathy and social skills building exercise.

4. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack and/or setting up new activities to encourage the enjoyment of self-responsibility.
 - LF Children do not participate in a meaningful way in the preparation and clean-up of snacks or learn about responsibilities by helping to set up new activities.

5. Self-Concept—Positive Sense of Self
 - HF A skit (p 69-70) is used to encourage children to appreciate the good things about themselves.
 - MF Another skit using puppets is used to make the same point or a poster board or reading story.
 - LF An activity that helps children realize the good things about themselves is not included in the session.

6. Friendship Building Skills
 - HF Puppets are used to demonstrate how to be a friend (pp 73-78).
 - MF Some similar activity is used to help children learn how to be a friend.
 - LF Session does not include an activity focused on being a friend to others.

7. This is my Family Activity
 - HF Children examine their presence within the context of their family by completing the sentence stems on the “Complete the Sentence” worksheet (p 81).
 - MF Some similar activity is implemented to help the children think about their role in the family.
 - LF A family context activity is not included in the workshop.

8. Structured Cooperative Activity
 - HF A tisket, a tasket game is played 10-20 minutes. The activity is discussed and games that children play in preschool or other settings are examined as well.

- MF Some similar game is used and discussion follows.
 - LF A structured cooperative activity is not included and discussed in this session.
9. Restful Review
 - HF A period of 10 to 15 minutes is devoted to a relaxing review period (eg, story or song) before reuniting them with their parent(s) as outlined on pages 55-64.
 - MF Periodically, a video may be used during restful review but should not be relied on to entertain the children each session.
 - LF A relaxing review period is not used as a transition to reuniting with the children's parents. Or, a majority of the period of time is relegated to video or other non-related activities.
 10. Likes/Dislikes
 - HF Children are encouraged to discuss what they liked best about activities that have occurred so far, what foods they like, etc. A few of these are then recorded on the body outline prepared in session 1. Parents then note these likes and dislikes and discuss this realization with the children.
 - MF Some similar method is used to encourage children and parents to share information about their likes and dislikes.
 - LF This exercise is not included in the session.

Personal Power—Session III

Parent Workshop III—Personal Power

1. Success Sharing (Optional category)
 - HF Parents learn to recognize positive attributes in themselves and how to help children notice personal successes (p 39) by focusing on smaller accomplishments.
 - MF Success sharing is not implemented this session.
2. Expanding through Positive Reflections (Necessary if not done yet—This item was scored the previous week. Can be completed now if time was not available in week II.)
3. Score Card
 - HF Parents discuss recordings on their score cards since the previous meeting, identify strategies useful in noticing positive things in both themselves and their children, and the group discusses the importance of this activity.
 - MF Parents discuss recordings on their score cards and the group discusses the importance of this activity.
 - LF The score card recordings are not addressed.
4. Positive Reflections
 - HF Parents learn to increase positive feedback among themselves and their family including how to create a positive environment; how to discipline in a positive, constructive manner; and how to focus on positives throughout the day. Parents also learn how to attribute success to internal and external causes (p 51).

- MF Parents learn to increase positive feedback among themselves and their family including how to create a positive environment; how to discipline in a positive, constructive manner; and how to focus on positives throughout the day.
 - LF Parents do not undertake the positive reflection activities.
5. Dinosaur Awards (this was done earlier and is optional after the first time so this may be omitted here or done as below.
 - HF Parents prepare dinosaur awards for their children.
 - MF Parents have some technique to notice and recognize positives in their children.
 - LF No reminder is made to recognize positive s in children.
 6. Positive Switches
 - HF Parents complete DTBY positive switches for parents checklist (p 90) then play a group game that allows the group to see each parent's self-reported strengths.
 - LF Parents do not conduct parent switches activity.
 7. Family Meal
 - HF Meal is either the first activity or the last activity of the group meeting.
 - LF Meal is not included in this session.
 8. Parent-Child Activity - Beautiful Arms.
 - HF Parents and focus children make a big circle, the tape "Beautiful Arms" is played and parents, children and staff sing along and act out the different parts by waving their arms, shaking their feet, nodding their heads.
 - A A similar song/activity is played.
 - LF No joint play/song/activity is done to celebrate our individual beauty.

Youth Workshop III—Personal Power

1. Welcome Activity
 - HF Children are greeted on arrival, retrieve their name tags, and are directed by their constant-companion to the success sharing circle.
 - MF Children are greeted on arrival by child program staff member and given heart name tags and become involved in the introductory activities.
 - LF Children are not greeted on arrival and directed to the success sharing circle or do not retrieve name tags.
2. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.

3. Fear Discussion
 - HF Marvin the monster puppet is used to present the concept of fear, demonstrating how everyone has fears, that it is okay, and that things can be done to ease fears.
 - MF Some similar method is used to encourage children to better understand fear and how to address it.
 - LF Fear is not the subject of an activity in this session.
4. Personal Power
 - HF Personal power, but used in a good way and a bad way, is discussed within the context of a story (eg, *Goldie Locks and the Three Bears*.)
 - MF A similar activity is implemented to stimulate discussion about good and bad ways to use personal power. May substitute other stories.
 - LF Use of personal power is not a topic addressed in this session.
5. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack and/or setting up new activities to encourage the enjoyment of self-responsibility.
 - LF Children do not participate in a meaningful way in the preparation and clean-up of snacks or learn about responsibilities by helping to set up new activities.
6. Responsibility and Decision making
 - HF This activity is a continuation of session 2. Staff choose among a series of activities outlined in the *Preschool Activity Guide* (pp 97-103) to further understand appropriate uses of personal power.
 - MF Some similar set of activities, building upon the previous session, further children's understanding of personal power.
 - LF Continued activities linked to personal power are not included in this session.
7. Personal Power Review
 - HF Children sit in a circle and discuss examples of the use of personal power from their day.
 - LF Children to not review personal power by discussing examples from the day.
8. Restful Review
 - HF A period of 10 to 15 minutes is devoted to a relaxing review period (eg, story or song) before reuniting them with their parent(s) as outlined on pages 55-64.
 - MF Periodically, a video may be used during restful review but should not be relied on to entertain the children each session.
 - LF A relaxing review period is not used as a transition to reuniting with the children's parents.

Self-Responsibility—Session IV

Parent Workshop IV—Self Responsibility

1. Success Sharing (p 39)
 - HF Parents learn to recognize positive attributes in themselves and how to help children notice personal successes by focusing on smaller accomplishments.
 - LF Success sharing is not implemented this session.
2. Recognizing and Dealing with the Negative
 - HF Parents learn about Killer Messages (p 57), by discussing messages and likely reactions of children. A series of strategies for dealing with killer messages is also discussed.
 - LF Parents do not spend time learning about killer messages and alternative approaches to interaction.
3. Marvin Skit from Children's book (Optional)
 - HF Marvin the monster puppet is used to present the concept of killer messages, demonstrating how children react, and that other approaches are available.
 - MF Some similar method is used to encourage parents to better understand killer messages and how to use alternatives.
 - MF An alternative approach to introducing killer words is not used.
4. Killer Message Contracts
 - HF Parents establish a contract with themselves to avoid using several specified killer messages during the coming week.
 - LF Parents do not sign a personal contract to avoid using several killer messages during the coming week.
5. Positive Ways to See Children
 - HF Parents identify negative labels and alternative words that can be used to describe the same situation.
 - LF Parents do not participate in an activity designed to learn alternatives to negative labels often used in describing their children.
6. Wounded in Action
 - HF Parents learn how to deal with negative input from others, killer messages, in a way that help maintain their own armor—self esteem.
 - LF Parents do not participate in an activity designed to help them learn how to accommodate killer messages themselves.
7. Acknowledging Negative Feelings (Optional)
 - HF Parents discuss the presence of negative feelings as a normal part of the self-concept.
 - MF Parents do not spend 10 to 15 minutes discussing times they have experienced negative feelings from others (eg, their children) and how that is normal.

8. Parent-Child Activity - This is My Family
 - HF Activity valuing family (ie, origami house) is completed by parents and children.
 - A Similar group identity activity is completed.
 - U No relevant parent child activity is done.
9. Family Meal
 - HF Meal is either the first activity or the last activity of the group meeting.
 - LF Meal is not included in this session.

Children's Workshop IV—Feelings and Emotions

1. Welcome Activity
 - HF Children are greeted on arrival, retrieve their name tags, and are directed by their constant-companion to the success sharing circle.
 - MF Children are greeted on arrival by child program staff member and given heart name tags and become involved in the introductory activities.
 - LF Children are not greeted on arrival and directed to the success sharing circle or do not retrieve name tags.
2. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.
3. Hand Squeeze
 - HF A brief activity focuses on how feelings are expressed with body language (eg, hugs, facial expressions, pats on the back) and verbally. Children form circle, holding hands and group leader initiates expression of feeling to one child who passes it around the group. Interpretation follows.
 - MF A similar communication skills activity is conducted that helps children identify ways people express feelings.
 - LF A contact associated presentation and discussion of expressing emotions is not included in this session.
4. Recognition of Feelings
 - HF Children sit in a circle and discuss ways they might tell if someone is mad or happy. A mirror is passed around allowing each child to observe their own facial expressions.
 - LF An activity designed to further observe facial expressions is not included in the session.

5. Use of Body Language
 - HF Children sit in a circle and demonstrate to each other various body language messages (p 115).
 - LF Children to not attempt to demonstrate typical body language messages.
6. Hands with Feelings
 - HF Children sit in a circle and demonstrate emotions just with their hands.
 - LF Children do not include a hands only expression of feelings activity.
7. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack and/or setting up new activities to encourage the enjoyment of self-responsibility.
 - LF Children do not participate in a meaningful way in the preparation and clean-up of snacks or learn about responsibilities by helping to set up new activities.
8. Decision making Activity
 - HF A series of four activities are used to get children to become more familiar with their feelings and how to express them to others (pp 119-129)
 - MF A similar set of activities are developed in order to expand children's understanding of feelings and ability to express them.
 - LF A feelings focused decision making activity is not included in this session.
9. Restful Review
 - HF A period of 10 to 15 minutes is devoted to a relaxing review period (eg, story or song) before reuniting them with their parent(s) as outlined on pages 55-64.
 - MF Periodically, a video may be used during restful review but should not be relied on to entertain the children each session.
 - LF A relaxing review period is not used as a transition to reuniting with the children's parents.
10. Parent/Child Facial Expression Exercise

Self-Responsibility—Session V

Parent Workshop V—Self-Responsibility

1. Success Sharing (p 39)
 - HF Parents learn to recognize positive attributes in themselves and how to help children notice personal successes by focusing on smaller accomplishments.
 - LF Success sharing is not implemented this session.
2. Validating Differences
 - HF Parents participate in an exercise that raises awareness about the different personality types we all exhibit and a need to be aware of each others' blinders (p 69). Implications for working with children is part of the focus.
 - LF Parents do not participate in this interactive exercise.

3. Learning Styles (Optional or Homework)
 - HF A number of different learning styles are presented to the parents. Parents review the material and discuss how this may help them understand their own children (p 74).
 - MF The learning styles chart is handed to parents who are given a homework assignment targeting how this may apply to their own children.
 - LF The learning styles sheet is not used in class or as part of a homework assignment.
4. What's Your Type (Optional or Homework)
 - HF A short version of the Meyers-Briggs personality assessment test is completed by the parents to help them become more familiar with the way they are likely to interact with their children (p 75, 76).
 - MF The short version of the Meyers-Briggs tool is provided to parents as part of a homework assignment.
 - LF The tool is not used to help parents become more familiar with their type and its implications for working with their children.
5. Characteristics (Optional)
 - HF Parents go through a series of descriptors for themselves and their children in order to make sense of the good and bad qualities.
 - MF Parents do not go through this optional exercise.
6. Creating a Secure Environment
 - HF Based on Maslow's theory of self-esteem, a lecture/discussion focuses on strategies to create a secure setting for children to develop. The discussion includes material on acceptance, limits, standards and expectations.
 - A A discussion addressing the importance of acceptance, limits, standards and expectations occurs, but is not grounded in a larger discussion of theory.
 - LF A discussion is not held addressing self-esteem and the importance of acceptance, limits, standards and expectations.
7. Tower Activity
 - HF Parents participate in an activity that builds on authoritarian, permissive and democratic styles of instruction. The different reactions based on instructional style are then discussed.
 - LF A participatory activity that highlights the effects of different instructional styles is not included.
8. Parenting Styles
 - HF The tower activity leads to a discussion of different parenting styles (eg, authoritarian, laissez-faire, demographic).
 - LF The tower activity is not used as a lead into discussion about different parenting styles.

9. Positive Switches (If not done earlier)
 - HF Parents play a game that stimulates them to note their own positive parenting qualities (p 89).
 - LF Parents do not participate in the positive switches activity.
10. Self-Esteeming Parent (Optional—ties into workshop I—No “U”)
 - HF Parents develop a definition of a self-esteeming person. Self-esteeming characteristics sheets from first session are randomly handed to parents so they don’t get their own. Parents construct a composite list of characteristics from the sheets. Discussion then turns to the degree to which they see themselves as self-esteeming people.
 - MF Self-esteeming exercise is not included.
11. Pounding Play Dough
 - HF Pounding play dough is introduced as a good way to discharge emotions and that feelings are okay as long as they are expressed in acceptable ways. Parents and children each get a chunk of play dough and are told to think of times they have been angry and pound the play dough. They can talk about times when they are angry and times when they might pound play dough instead of other anger induced behaviors. Parents get a play dough recipe handout.
 - MF Some alternative activity is used to show how feelings can be expressed in acceptable ways.
 - LF Session does not include an activity designed to show how feelings are okay and how they can be expressed in acceptable ways.
12. Family Meal
 - HF Meal is either the first activity or the last activity of the group meeting.
 - LF Meal is not included in this session.

Child Workshop V—Feelings and Emotions

1. Welcome Activity
 - HF Children are greeted on arrival, retrieve their name tags, and are directed by their constant-companion volunteer to the success sharing circle.
 - MF Children are greeted on arrival by child program staff member and given heart name tags and become involved in the introductory activities.
 - LF Children are not greeted on arrival and directed to the success sharing circle or do not retrieve name tags.
2. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.

3. Smile Circle
 - HF Split by age (2-3 year olds and 4-5 year olds together), this circle activity requires that children identify good qualities of others and tell them about it. Pass round group referencing kid on left then reverse going to right. Discussion focuses on giving and receiving compliments.
 - LF Semi-structured activity requiring kids to compliment each other is not included in this session.
4. Use a Word
 - HF The *Use a Word* song (p 138) is used to teach kids non-destructive expressions of feelings.
 - MF Some similar approach to practicing and reinforcing non-destructive expressions of feelings is used.
 - LF Session does not include an activity teaching non-destructive expressions of feelings.
5. What is an Emotion
 - HF Video tape or take Polaroid camera photos of children's expressions as they respond to various emotional prompts.
 - MF Pictures or clippings of expressions from magazines used to discuss expressions.
 - LF Expressions are not discussed with video or pictures.
6. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack and/or setting up new activities to encourage the enjoyment of self-responsibility.
 - LF Children do not participate in a meaningful way in the preparation and clean-up of snacks or learn about responsibilities by helping to set up new activities.
7. Decision-making Responsibility
 - HF A set of four activities (pp 145-155) are used to get children to appreciate the consequences of their actions on others' feelings.
 - MF A similar set of tasks are formulated to stimulate children to better understand the responsibilities associated with how decisions impact the feelings of others.
 - LF An exercise targeting these issues is not included in this session.
8. Restful Review
 - HF A period of 10 to 15 minutes is devoted to a relaxing review period (eg, story or song) before reuniting them with their parent(s) as outlined on pages 55-64.
 - MF Periodically, a video may be used during restful review but should not be relied on to entertain the children each session.
 - LF A relaxing review period is not used as a transition to reuniting with the children's parents.

Self-Responsibility—Session VI

Parent Workshop VI—Self-Responsibility

1. Success Sharing (p 39)
 - HF Parents learn to recognize positive attributes in themselves and how to help children notice personal successes by focusing on smaller accomplishments.
 - LF Success sharing is not implemented this session.
2. Control Auction (Optional, highly recommended unless extremely behind)
 - HF From a list of life events, parents identify those events over which they would most like to keep or gain control. Using play money, they then bid for the items on the list. The group then discusses the relationship between the list they identified initially and those items they purchased. The relationship to real life efforts decision-making strategies are discussed. Each participant makes a “control” certificate to plan realistic steps to meet a goal.
 - MF Another participatory activity helps familiarize parents with priority setting and strategies to gain or keep control of one’s life as an introduction to the self-responsibility section.
3. Puppets, Internal and External Control
 - HF Puppets are used to introduce examples of internal and external locus of control. Discussion turns to the difficulty of taking control.
 - MF A less formal presentation of locus of control is used to stimulate the same discussion issues.
 - LF Locus of control is not a topic of discussion during this session.
4. Feeling Words
 - HF Parents are asked to brainstorm a list of feeling words (emotional words) to use for self-responsibility activities. Discussion focuses on how it is often difficult to think of words that really describe feelings and why its important to maintain a good feelings vocabulary.
 - LF This feelings introductory activity is not included in this session.
5. I Feel
 - HF Parents write three feelings that they are currently experiencing on a private piece of paper (e.g, joyful, anxious) for later use. Facilitators put three of their personal feelings on the flip chart to be used later. These will be referred to later in the topic of taking responsibility for feelings.
 - U This activity is not done.

6. Recognizing Feelings
 - HF Parents learn techniques to identify and avoid barriers that teach children not to trust or believe their feelings using handouts or skits played by parents following facilitator instruction. Parents discuss the importance of ability to help children recognize and trust their feelings as an important component of internalizing locus of control and giving skills to “pull their own strings.”
 - LF Parents do not participate in a discussion about recognizing feelings.

7. “I Can’t” (If time)
 - HF Parents participate in an activity targeting the way people perceive control of their actions and choices. Parents write down several sentences beginning with “I can’t...” They then discuss sentences, replacing can’t with won’t (eg, I won’t get organized...) and address implications of the words can’t and won’t on internal and external locus of control.
 - MF Parents participate in an alternate activity with the same goals.

8. “I have to...” (If time)
 - HF Parents identify three things they “have to do” that they really don’t want to do. They then substitute the verb “choose to” and discuss their reactions to the new sentences. They then list 7 alternative approaches. The parents discover that in many situations they do actually have some alternatives—although we do occasionally have to do things we would prefer not to do.
 - MF Parents do not participate in any activity designed to show that they really do have more control over their life than they may have assumed.

9. Family Meal
 - HF Meal is either the first activity or the last activity of the group meeting.
 - LF Meal is not included in this session.

10. Parent Child Activity - King and Queen of Hearts.
 - HF Parents and children play a game in which the children (and sometimes the parents) take turns being inaugurated a “king” or “queen”. That person then gets to choose one or two brief activities in which the whole group will cooperate with the king or queen. The “queen” might wave her wand and ask everyone to act like butterflies, etc for a short period of time. Then the next person gets to play.
 - MF An alternate activity that allows children to make a choice and have others listen to and follow them.
 - LF Children have no opportunity to experience being listened to by the entire group and their ideas followed.

Child Workshop VI —Self-Responsibility

1. Welcome Activity
 - HF Children are greeted on arrival, retrieve their name tags, and are directed by their constant-companion **or** volunteer to the success sharing circle.
 - MF Children are greeted on arrival by child program staff member and given heart name tags and become involved in the introductory activities.
 - LF Children are not greeted on arrival and directed to the success sharing circle or do not retrieve name tags.
2. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.
3. Everybody Cries Sometimes
 - HF Fact that it is okay to cry sometimes is expressed through song and discussion (p. 162)
 - MF An alternate activity with the same goal is used.
 - LF Fact that it is okay to cry sometimes is not included as focused activity in session 6.
4. Killer Words
 - HF Children learn about hurtful words and how to react through circle activity that involves a puppet Marvin who munches killer words.
 - MF Some other activity is included to teach children about hurtful words and how to react.
 - LF Techniques to deal with killer words is not a targeted activity in this session.
5. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack and/or setting up new activities to encourage the enjoyment of self-responsibility.
 - LF Children do not participate in a meaningful way in the preparation and clean-up of snacks or learn about responsibilities by helping to set up new activities.
6. Decision making and Self-Responsibility Activity
 - HF Children practice ways to express feelings in acceptable ways and be more comfortable with fear and anger when recipient of hurtful words through various circle activities (pp 169-178).
 - LF Children do not devote significant time to strategies for expressing feelings in acceptable ways.

7. Restful Review
 - HF A period of 10 to 15 minutes is devoted to a relaxing review period (eg, story or song) before reuniting them with their parent(s) as outlined on pages 55-64.
 - MF Periodically, a video may be used during restful review but should not be relied on to entertain the children each session.
 - LF A relaxing review period is not used as a transition to reuniting with the children's parents.

Self-Responsibility/Decision Making—Session VII

Parent Workshop VII—Communication Skills

1. Success Sharing (p 39)
 - HF Parents learn to recognize positive attributes in themselves and how to help children notice personal successes by focusing on smaller accomplishments.
 - LF Success sharing is not implemented this session.
2. I can't and I have to (if not yet done.)
(score item from previous session)
3. Development of Internal Control (Necessary)
 - HF Parents learn how the structure of the home environment, including the methods for setting limits and enforcing the limits, impacts a child's sense of internal control. (Input and understanding of limits, intrinsic versus extrinsic management techniques, choices, problem-solving and negotiations, empathy training)
 - LF A discussion does not target ways parents structure the home environment to help children develop internal control.
4. String Activity (If time)
 - HF A skit demonstrates how people attach strings to each other all the time. Strings can be both positive and negative. This skit illustrates and works with negative strings and the sense of how stressful and draining those strings can be. Mechanisms to identify negative stressors, prioritize those stressors and learn a method to disconnect from some of the stressors are modeled.
 - MF Some other approach to introducing how others control our lives is used to stimulate discussion about how we can take charge to a greater degree.
 - LF An activity showing parents how to take control over some of the many situations where others seem to control our lives is not included in this session.
5. Victims and Villains (Optional except Step 6. Villain list should always be done in tandem with Strings.)
 - HF Parents participate in an exercise in which they identify situations where they felt they were victims; explore the situation further to determine whether they had much control over the situation; determine whether or not the feelings they had (still have) in the situation was any benefit to them, then determine whether those feelings need to be "cut". Parents make a list of 10 villains in their life. In this activity, villains are defined as the people or things on which you blame how you act and

how you feel. The villains may actually have both positive and negative strings attached (i.e., a person may have elderly parents. Obviously, there are probably many positive strings with those parents. However, a quilt string because of “not spending enough time” is a negative string that may be attached. This would give an opportunity to see if the stress from that negative string is appropriate. Maybe the stress from that string could be cut or lessened. However the relationship would still be there.)

- MF A similar activity is used to have parents become aware of the way their attribute their stresses and negative feelings and learn a method to feel more powerful over the impact of those stresses.
 - LF Parents do not participate in an activity to sort out some of the victim/villain relationships in their life.
6. I Feel Revisited (If Time)
- HF Parents pull out their list of stated feelings from previous week and discuss degree to which they have changed their perspective.
 - MF Parents do not discuss earlier recorded statements of feelings to note any changed perspectives.
7. Family Group Meal
- HF Meal is either the first activity or the last activity of the group meeting.
 - LF Meal is not included in this session.
8. Parent Child Activity - Tisket/Tasket, I Think I Can, or Origami House
- HF Parents and Children participate in an activity that lets them play or create together. Parents and child discuss things that are important to them. Parents practice listening for child’s feelings.
 - A Parents and children have a positive experience together that is related to some objective of the program.
 - U Parents and children have no opportunity for a positive experience.

Child Workshop VII—Communication Skills

1. Welcome Activity
- HF Children are greeted on arrival, retrieve their name tags, and are directed by their constant-companion volunteer to the success sharing circle.
 - MF Children are greeted on arrival by child program staff member and given heart name tags and become involved in the introductory activities.
 - LF Children are not greeted on arrival and directed to the success sharing circle or do not retrieve name tags.

2. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.
3. Listening Skills
 - HF Children review listening rules introduced in session 1 (p 43) by asking volunteers to tell a story about a picture and then discussing the story and the importance of listening skills.
 - MF Some similar exercise is implemented to reinforce the importance of listening skills.
 - LF Listening skills are not reviewed.
4. Decision making and Recall Practice
 - HF One at a time, children in the circle identify their favorite fruit (audio taped). Then the group tries to recall what each child said.
 - MF Some alternative recall exercise is implemented.
 - LF Recall practice does not occur during this session.
5. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack and/or setting up new activities to encourage the enjoyment of self-responsibility.
 - LF Children do not participate in a meaningful way in the preparation and clean-up of snacks or learn about responsibilities by helping to set up new activities.
6. Playback
 - HF Children further practice listening skills and learn to follow directions by working on several activities (pp 191-197).
 - MF Children practice listening skills with alternative activities.
 - LF Children do not work on listening skills and following directions.
7. Restful Review
 - HF A period of 10 to 15 minutes is devoted to a relaxing review period (eg, story or song) before reuniting them with their parent(s) as outlined on pages 55-64.
 - MF Periodically, a video may be used during restful review but should not be relied on to entertain the children each session.
 - LF A relaxing review period is not used as a transition to reuniting with the children's parents.

Parent Child activity described in adult workshop section.

Self-Responsibility/Decision Making—Session VIII

Parent Workshop VIII—Self-Responsibility

1. Success Sharing (p 39)
 - HF Parents learn to recognize positive attributes in themselves and how to help children notice personal successes by focusing on smaller accomplishments.
 - LF Success sharing is not implemented this session.
2. String Activity and Villains - (Necessary if not done in session VII)
3. Strategies.
 - HF Facilitator directs discussion about strategies parents can use to accept responsibility.
 - LF Facilitator does not include discussion targeting strategies to accept responsibility.
4. I Feel Revisited (Necessary if not done previously)
 - HF Parents pull out their list of stated feelings from previous week and discuss degree to which they have changed their perspective.
 - MF Parents do not discuss earlier recorded statements of feelings to note any changed perspectives.
 - LF Parents do not discuss their statements recorded earlier and this activity was not included in Session VII.
5. Stress Management—Tuning into Stress (Necessary)
 - HF Parents learn through lecture and discussion to recognize the signs of stress.
 - LF Parents do not participate in a discussion that helps them learn the signs of stress.
6. Stress Management—Stress Cards (Optional or Homework)
 - HF Parents participate w/ partners in an exercise that requires them to identify several times of the day that they find particularly stressful and then consider the signals their body provides that identifies that they are getting stressed. They then discuss the importance of early recognition and coping mechanisms.
 - MF Parents discuss signals they identify when they are getting stressed and the importance early recognition and reaction.
 - MF Parents are given a homework assignment to go through the Stress Cards exercise.
7. Stress Management—Releasing Tension (Optional but important)
 - HF Parents are introduced to and practice techniques to release tension of physical responses to stress.
 - MF Parents are briefly introduced to stress release techniques, but do not practice the strategies.

8. Rescuing Game (Optional)
 - HF The three interpersonal roles of victim, rescuer, and persecutor (p 155) are introduced and parents discuss situations where they typically play each of these roles. Discussion focuses on how the use of personal power can lead to alternative roles that can be played.
 - MF The rescuing game is not introduced to the parents.
9. Parent Child Activity—Love Beads
 - HF Parents, with instruction about how to encourage and reinforce, work with children to string beads.
 - LF Parents and children do not work on a joint bead stringing activity with lots of parental reinforcement.
10. Parent Group Meal
 - HF Meal is either the first activity or the last activity of the group meeting.
 - LF Meal is not included in this session.

Youth Workshop VIII—Self-Responsibility

1. Welcome Activity
 - HF Children are greeted on arrival, retrieve their name tags, and are directed by their constant-companion volunteer to the success sharing circle.
 - MF Children are greeted on arrival by child program staff member and given heart name tags and become involved in the introductory activities.
 - LF Children are not greeted on arrival and directed to the success sharing circle or do not retrieve name tags.
2. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.
3. Magic Red Cape
 - HF This repeat of an activity in Session 3 involves children using the “red cape” to imagine doing things they want to do. (This can include setting a vision for what they want to be in the future and acting it out.) Kids are encouraged to imagine doing pro-social behaviors.
 - LF Kid do not participate in a similar activity.

4. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack and/or setting up new activities to encourage the enjoyment of self-responsibility.
 - LF Children do not participate in a meaningful way in the preparation and clean-up of snacks or learn about responsibilities by helping to set up new activities.
5. King and Queen of Hearts
 - HF Children take turns being the king of queen and instruct the other children in activities. Discussion focuses on what it feels like to be in charge and the quality of the choices one makes.
 - LF Children do not play the kings and queens of hearts activity in order to learn more about power and responsibility.
6. Making Crowns
 - HF This extension of the Kings and Queens of Hearts exercise involves a hands on activity making crowns for the king or queen that they can take home.
 - MF Children do some alternate art activity that they can take home to remind them of personal power at home.
 - LF Children do not make crowns to take home.
7. Greedy Grabby Gertrude
 - HF A story about three dinosaurs is read to the children. Each dinosaur charts a very different course to try to obtain the things (eg, toys) they want—grabby, wishy washy, and nice request. Children then discuss the obvious alternative approaches.
 - MF Children discuss different approaches to getting what you want but do not use the specific greedy, grabby Gertrude story and materials.
 - LF Children do not discuss alternative approaches to getting what they want.
8. May I Please and Thank You
 - HF This “Simon says” take off game has children competing to get to the finish line by saying please and thank you to commands from the facilitator. The class is generally broken into groups of four.
 - MF An alternative activity that gives children practice making requests in an appropriate manner.
 - LF Children do not play a game to learn to say please and thank you.
9. Restful Review
 - HF A period of 10 to 15 minutes is devoted to a relaxing review period (eg, story or song) before reuniting them with their parent(s) as outlined on pages 55-64.
 - MF Periodically, a video may be used during restful review but should not be relied on to entertain the children each session.
 - LF A relaxing review period is not used as a transition to reuniting with the children’s parents.

Workshop IX—Social Communication Skills

Parent Workshop IX—Social Communication Skills

1. Success Sharing (p 39)
 - HF Parents learn to recognize positive attributes in themselves and how to help children notice personal successes by focusing on smaller accomplishments.
 - LF Success sharing is not implemented this session.
2. Friendship Skills (Important but Optional)
 - HF Parents participate in a role play or puppet show designed to teach them how to instruct children to get along in social settings. The activity involves a story about a girl who moves to a new neighborhood. Parents role play different strategies as the facilitator unravels the story (p 162).
 - MF The parents do not participate in an activity designed to introduce them to approaches to help children learn appropriate social skills or they do not do any role plays.
3. Social Network Survey (May have done in surveys but a nice optional activity).
 - HF Parents conduct a network analysis designed to show them how many friends are close to them and provide a major source of support in their lives. Discussion focuses on where more support is needed and how they might seek it.
 - MF Parents discuss how others provide a source of support in their lives; note where shortages may exist; and discuss approaches to improving their support network.
 - LF Parents do not participate in a discussion of their support network.
4. Back to Back
 - HF Parents participate in an exercise that involves pairs sitting-back-to-back. One partner places a pattern of pre-cut paper shapes on the floor and attempts to describe their placement to their partner who attempts to replicate the pattern without looking or interacting—just listening. Parents then discuss the obvious importance of attending to feedback and learning to recognize and overcome other barriers to listening.
 - MF Parents participate in some similar exercise of discussion the demonstrates the importance of attending to communication.
 - LF Parents do not participate in an activity designed to demonstrate the importance of attending to communication.
5. Tuning into the Right Channel
 - HF Parents role play several short skits that demonstrate some of the barriers to effective communication (eg, reading the paper while being spoken to; being preoccupied with other things to do; hostility). They discuss the barriers demonstrated by the skits; and consider alternative approaches to each situation.
 - MF Parents discuss examples of barriers to effective communication and discuss approaches to minimizing their impact.
 - LF Parents do not participate in an activity designed to improve effective communication patterns.

6. Communication Breakdown Skits (Optional)
 - HF Parents are asked to act out communication breakdown situations that have occurred in their life. The group then discusses the barriers to communication that are observed and raises alternative approaches.
 - MF Parents do not discuss personal communication breakdown situations.
7. Reflective Listening
 - HF Parents learn the basic philosophy behind good reflective listening skills (ie, setting aside personal defenses when listening, taking time to relate to the speakers feelings; avoid discounting speakers' feelings; reflect feelings back to speaker; describe and discuss specific instances when parents can use these skills.
 - LF Parents do not learn principles of effective reflective listening skills and discuss their application.
8. Parent Child Activity
 - HF Parents and children participate in an activity that focuses on identifying feelings.
 - LF Parents and children do not participate in a joint activity linked to some principle that strengthens the goals of the program.
9. Parent Group Meal
 - HF Meal is either the first activity or the last activity of the group meeting.
 - LF Meal is not included in this session.

Youth Workshop IX—Social Communication Skills

1. Welcome Activity
 - HF Children are greeted on arrival, retrieve their name tags, and are directed by their constant-companion volunteer to the success sharing circle.
 - LF Children are not greeted on arrival and directed to the success sharing circle or do not retrieve name tags.
2. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.
3. Here We Go Loopty Lou
 - HF The traditional game is used to encourage children to make decisions and attend to what factors influence our decisions.
 - LF The traditional game is not used to stimulate conversation about decision making.

4. If You Choose, Be an Animal
 - HF Children choose their favorite animal and then, at their turn, act out the animal, including walking toward snack.
 - LF Children do not choose to act out an animal on the way to snack.
5. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack and/or setting up new activities to encourage the enjoyment of self-responsibility.
 - LF Children do not participate in a meaningful way in the preparation and clean-up of snacks or learn about responsibilities by helping to set up new activities.
6. Choose From Four
 - HF Children choose among four alternative activities—choose a friend; dancing scarves, play dough or water colors; or blocks and story corner.
 - LF Children do not choose among the alternative activities.
7. Sarah's New Friends
 - HF Children draw a friend for Sarah (new kid on the block) and describe approaches to meeting her.
 - LF Children do not participate in an exercise to help them learn how to make new friends.
8. Restful Review
 - HF A period of 10 to 15 minutes is devoted to a relaxing review period (eg, story or song) before reuniting them with their parent(s) as outlined on pages 55-64.
 - MF Periodically, a video may be used during restful review but should not be relied on to entertain the children each session.
 - LF A relaxing review period is not used as a transition to reuniting with the children's parents.

Workshop X—Decision-Making/Reasoning Skills

Parent Workshop X—Decision-making/Reasoning Skills

1. Success Sharing (p 39)
 - HF Parents learn to recognize positive attributes in themselves and how to help children notice personal successes by focusing on smaller accomplishments.
 - LF Success sharing is not implemented this session.
2. Reflective Listening Skits (Optional but good review)
 - HF Parents re-enact skits from communications breakdown activity of an earlier week and incorporate reflective listening skills. Discussion focuses on similar situations with their own children and how reflective listening can diffuse emotional situations.
 - MF Parents brainstorm different reflective responses to use in each skit, but an actual role play is not initiated.
 - MF Reflective listening activity is not implemented.

3. "I Message" Skits
 - HF Parents enact skits designed to show different approaches to resolving conflict principally by using "I messages" that explicitly identify the issue and honestly address feelings without being accusatory.
 - MF Parents discuss "I messages" and situations where the approach may help resolve conflict, but they do not enact the skits.
 - LF Parents do not discuss approaches to conflict situations that are without accusation, but focus on honest expression of how they would respond differently.
4. "I Message" Challenge
 - HF Parents rework the above skits trying to insert "I Messages" into the dialogue. Discussion then focuses on why efforts to insert "I messages" typically fail.
 - LF Parents do not practice skits with "I messages" and then discuss the typical barriers to the successful insertion of "I messages" into normal situations.
5. Levels of Reasoning
 - HF The three levels of reasoning (pre-conventional morality or fear of punishment; conventional morality when one seeks to win approval or maintain social order; and post conventional morality) are presented to the parents, examples are shared, and discussion focuses on examples from parents lives.
 - LF Levels of reasoning are not introduced to the parents.
6. Needs (Optional)
 - HF This activity introduces human needs as a basic motivator for behavior. Understanding and identifying needs is a basic skill in making good decisions. Parents list needs on cards and then classify them into physical, intellectual, social, emotional, and spiritual categories. They then discuss real world situations, what needs are being sought, and how better to meet those needs.
 - MF Human need as a motivator is introduced in a general way and parents discuss ways to meet these needs through conventional means.
 - LF Human need as a motivator is not introduced or applications and real world situations are not incorporated into the session.
7. The Most Important Thing
 - HF Parents participate in an activity designed to have them rank order the ten most important things in their lives.
 - LF Parents do not participate in an exercise that introduces priority setting.
8. Tuning-in to Personal Decision-making (Optional)
 - HF Parents consider important decisions in their lives and determine whether logic or emotions were used jointly or alone in reaching the decision they made. The importance of considering each is emphasized.
 - MF Parents are instructed in the importance of using both emotions and logic in decision-making—or the concept is not included in this session.

9. Parent-Child Activity: “Literary Tea”
 - HF Children prepare “tea cookies” and juice to serve to parents. Parents and children select from a broad choice of books (some have just pictures in case parent’s can’t read). Facilitator explains and models interactive reading and parents and children read one or two favorite books together.
 - MF Another congruent activity such as I Think I Can
 - LF No parent child activity is accomplished.
10. Family Group Meal
 - HF Meal is either the first activity or the last activity of the group meeting.
 - LF Meal is not included in this session.

Youth Workshop X—Self-Responsibility/Decision-Making

1. Welcome Activity
 - HF Children are greeted on arrival, retrieve their name tags, and are directed by their constant-companion volunteer to the success sharing circle.
 - LF Children are not greeted on arrival and directed to the success sharing circle or do not retrieve name tags.
2. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.
3. Monkey See, Monkey Do
 - HF The group facilitator reads the monkey see, monkey do story to the children in order to help them gain a sense of friendship, peer pressure, personal power, and making difficult choices in dangerous situations.
 - MF Some other approach to showing children the importance of making the right decision in difficult situations among peers and their pressure is used.
 - LF The children are not exposed to strategies to and concerns about making difficult decisions in social settings.
4. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack and/or setting up new activities to encourage the enjoyment of self-responsibility.
 - LF Children do not participate in a meaningful way in the preparation and clean-up of snacks or learn about responsibilities by helping to set up new activities.

5. Who is a Grown-Up Friend
 - HF Children are asked what they should do when confronted with a scary or dangerous situation (a friend playing with matches, a gun, etc). The facilitator encourages children to think of grownups as friends that they can go to for help (eg, parents, policemen, doctors, teachers, grandparents).
 - LF A grown-up friend activity is not used to help children understand the real option of going to their parents when confronted with a scary or dangerous situation.

6. Choices and Consequences
 - HF Self-responsibility continues as the topic as group volunteers tell a story about children confronted with dangerous decisions.
 - LF The children do not undertake an additional decision making activity.

7. Restful Review
 - HF A period of 10 to 15 minutes is devoted to a relaxing review period (eg, story or song) before reuniting them with their parent(s) as outlined on pages 55-64.
 - MF Periodically, a video may be used during restful review but should not be relied on to entertain the children each session.
 - LF A relaxing review period is not used as a transition to reuniting with the children's parents.

Workshop XI—Graduation Ceremony

Parent Workshop XI

1. Success Sharing
 - HF Parents learn to recognize positive attributes in themselves and how to help children notice personal successes by focusing on smaller accomplishments.
 - LF Success sharing is not implemented this session.

2. Catch up on Incomplete activities
 - HF A limited period of the closing session may be committed to completing any specific activities that were not completed during the previous sessions.
 - LF Uncompleted activities are not addressed during some of the final session.

3. Parent Group Meal
 - HF Meal is either the first activity or the last activity of the group meeting. This can be a potluck.
 - LF Meal is not included in this session.

4. Graduation Ceremony with awards for parents and children, volunteers and workers.
 - HF Facilitators for both children and adults have made up individualized certificates of completion and awards. A graduation ceremony is held with entire group where children receive awards from their teachers (accompanied by much clapping and cheering). If parents have made awards for their children, they present them at that time. Then parents are called to receive their certificates from staff, little prizes, checks and awards from their children.
Teen staff or volunteers are also recognized at this time. If some family members have attended as guests regularly—they also receive certificates of appreciation.
 - MF Some alternative method to recognize families.
 - LF No recognition or award ceremony brings closure to the sessions

Youth Workshop Session XI—Self-Responsibility/Decision-Making and Graduation

1. Welcome Activity
 - HF Children are greeted on arrival, retrieve their name tags, and are directed by their constant-companion volunteer to the success sharing circle.
 - LF Children are not greeted on arrival and directed to the success sharing circle or do not retrieve name tags.

(Because this is the final session, several of the following activities can be selected.)

2. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.
3. Choose From Four
 - HF Children practice making choices by selecting among four activities in which to participate: sand painting; storytelling; happy/sad clown activity; or king and queen of hearts. At the end of the session, they discuss why they chose what sessions they chose.
 - LF Children do not participate in selected activities.
4. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack. Staff emphasize the need to take responsibility.
 - MF If a meal has just been served, snack time may be eliminated.
 - LF Children do not participate in a meaningful way in the preparation of snacks and learn about responsibilities.

5. Review
 - HF Children review the basic concepts of friends, feelings, choices and personal power through favorite activities that focus on each concept.
 - LF Children do not participate in hands on review activities.
6. It's in the Bag
 - HF Children review and reinforce the concepts of choices, personal power, feelings and making friends by each responding to questions about whether they make decisions, make good choices, appreciate personal power, etc.
 - LF Children do not review these concepts.
7. Complete the Complete Child
 - HF The children develop a visual record of the concepts explored during the workshop with a list of accomplishments.
 - LF The children do not participate in this positive, reinforcing summation exercise.
8. Make a Book With Me
 - HF Using materials supplied by the facilitator and stimulating sentence stems, parents help children complete the sentences and children draw pictures to make short books together.
 - LF Parents and children do not implement this joint activity.
9. Self-Concept & Communication Skills—Success Sharing Activity
 - HF Sit the children in a circle and implement one of the success sharing activities on pages 13-18.
 - MF Play a warm-up game or take children to the play ground to allow them to release energy, especially if they have been in a restricted environment all day. This should be time limited.
 - LF A minimum 15 minutes of successful sharing activities are not included in this session.
10. Choose From Four
 - HF Children practice making choices by selecting among four activities in which to participate: peanut butter balls; feelings training (activity 8-4); a sweet expression (activity 6-3); or block area, story corner, play dough. At the end of the session, they discuss why they chose what sessions they chose.
 - LF Children do not participate in selected activities.
11. Self-Concept—Responsibility
 - HF Children rotate responsibility for helping prepare and clean-up snack and/or setting up new activities to encourage the enjoyment of self-responsibility.
 - LF Children do not participate in a meaningful way in the preparation and clean-up of snacks or learn about responsibilities by helping to set up new activities.

12. Prize Winning Parent (Necessary if the children are to give awards to the parents.
 HF Children construct trophies to give their parents as a thank you for participating in the classes.
 LF Children do not prepare trophies for parents as thanks for participating in the classes.

13. What I like in the World
 HF Children are led on a walk and are encouraged to notice the things around them and identify the sights and sounds that they like.
 MF Children are led on a walk and sing songs or play kazoos.
 LF Children are not taken on a walk to pause and see the world around them.

14. Gold Medal Kid
 HF Staff present each child with an “Olympic like” medal because they have won a big challenge (eg, learned to be friends; how to use personal power in a positive way; and share their feelings) at the parents ceremony.
 MF Staff present awards during the youth program and kids show to parents in the large group (This may work best with a very large group so children get more individual attention from their teachers and group.)
 LF Staff do not present children with medals and reinforce the learning that has occurred.

15. Awards ceremony
 HF Children and parents get together for awards ceremony
 LF Children are not included in the ceremony.

16. Present Awards to Parents
 HF Children present the trophies to their parents.
 LF Trophies are not presented to parents.

Reinforcing Workshops

1. Reinforcing Workshops—Annual Recurrence
 HF Each year, each site implements at least two series of followup sessions for participants.
 MF Each year, each site implements at least one set of followup sessions for participants.
 LF Followup sessions are not scheduled each year for participants.

2. Reinforcing Workshops—Series Structure
 HF Each reinforcing workshop includes a series of four sessions of at least two hours in duration, scheduled weekly.
 MF Four reinforcing workshops of at least two hours are scheduled at regular intervals.
 LF Each workshop does not include a series of at least four sessions of at least two hours in duration.

3. Reinforcing Workshops—Target Group
 - HF Participating families who have completed the initial DTBY workshop series are invited through newsletters or other personal contact to the reinforcing workshops.
 - LF Workshops are not scheduled for families or they are not individually notified of the workshops.
4. Reinforcing Workshops—Recruitment
 - HF All families who have participated in DTBY workshops since organization of the previous reinforcing workshop are contacted both by telephone and mail for inclusion in the reinforcing workshops.
 - MF All families who have participated in DTBY workshops since organization of the previous reinforcing workshop are contacted by either phone or mail about participation in the reinforcing workshops.
 - LF Workshops are not scheduled or all families are not recruited.
5. Reinforcing Workshops—Group Formation
 - HF If enough participating families are identified, families may be clustered by differing interests in intensity and frequency of meeting (eg, monthly meetings versus quarterly meetings).
 - LF An allowance is not made to cluster families by the frequency or intensity of planned meetings.
6. Reinforcing Workshops—Substantive Focus
 - HF Sessions build upon material introduced during standard DTBY sessions by supporting those concepts without repeating specific activities (eg, problem solving, communication skills). Typically sessions go into greater depth in certain areas identified by the participating families or address issues for slightly older developmental levels.
 - LF Sessions do not build upon DTBY curriculum or include key concepts.
7. Reinforcing Workshops—Incentives
 - HF Children's programs and meals are included at each session, and a \$50 cash incentive for completion of all four sessions is provided to encourage families to follow through and participate in all activities.
 - MF Children's programs and meals are provided at each session to encourage families to participate in all activities.
 - LF Both meals and a children's program are not provided as incentives to get families to participate in all activities.
8. Continuing Support
 - HF Participating DARE to be Families have an option to choose either a series of After-DARE workshops (monthly or periodic) or periodic specialty community events. These can be changed to meet the needs of the participants interested in followup support.
 - MF Either option is offered—not both.
 - LF No followup support opportunities are offered.

After-Dare Option

1. After-Dare—Schedule
 - HF An after-Dare group meets monthly following the conclusion of DTBY program activities. A minimum of nine sessions occur during the year.
 - MF An after-Dare group meets periodically at least 5 - 8 times during the year following DTBY programming.
 - LF After-Dare meetings are not scheduled or occur fewer than five times during the year following DTBY activities.
2. After-Dare—Program Focus
 - HF Participating parents choose topics and outside speakers are identified to address important topics.
 - LF Parents do not play a major role in selecting topics for sessions.
3. After-Dare—Incentives
 - HF Snacks and a children's program are offered as incentives to encourage participation.
 - MF Parent/child programs are offered without food.
 - LF Snacks and a child care program are not available.
4. After-Dare—Program Focus
 - HF Sessions generally provide source for structured, facilitated venting that is moved toward problem solving.
 - LF Sessions do not provide opportunity for parents to discuss new problems in their lives and support for applying DTBY principles in seeking a solution.
5. After-Dare—Parent/Child activity
 - HF Each meeting session includes a structured parent/child activity.
 - LF Each session does not include a structured parent/child activity.

Community Event Option

1. After-Dare—Community Event(s)
 - HF Periodic events are planned to facilitate spending time in structured events with the children (eg, picnic, mini-Olympic winter games)
 - MF A single community event is planned near the end of the year.
 - LF A community event is not planned and implemented by the families.

Community Training

1. Community Training Philosophical Basis
 - HF Program includes a component designed to reach members of the community that impact on the target population with the philosophical base of the DTBY program, strategies, and activities to enhance their work in the community. This reinforces the family program by providing a structure that families have the same skills and

- strengths supported by multiple components in the community and helps to establish strength-based community norms.
- MF Program includes a component designed to reach members of the community that may only indirectly impact on the target population.
 - LF No community component is included.
2. Agency Involvement in Community-Wide Training
- HF Six or more agencies that target youth in the community collaborate in the development and sponsorship of training community volunteers.
 - MF Members of three to five key agencies or organizations that work with the families in the intervention are involved in a community training component.
 - LF A core group of agencies does not participate in the planning and training of community volunteers.
3. Source of Community Volunteers
- HF Community volunteers are recruited from education, church, criminal justice, social services, health department mental health or other community organizations who work with the target population and enhance these interactions by incorporating DTBY strategies or activities or who could support or refer families to the parent program.
 - LF Community volunteers are not recruited from agencies that somehow impact the target population or impact community norms.
4. Community Training—Focus
- HF Community training focuses on general DTBY philosophy to make key community volunteers aware of the program approach in order to increase the likelihood that the DTBY message is reinforced from many resources.
 - LF Community training is not clearly designed to teach other key members of appropriate agencies the DTBY program philosophy.
5. Amount of intervention
- HF Participants are exposed to a minimum of 15 hours of curriculum designed to teach DTBY principles. This can be over a period of time. Each participating community would have access to a training session at least once every 1/2 years.
 - MF Participants would experience a minimum of 10 hours of training and each community would have training opportunity every 3 years.
 - LF Fewer than 10 hours of training are available in the target community/area.
6. Technical Assistance and Followup
- HF A sponsoring agency will be identified to provide training participants with assistance or questions about implementation activities. An agency will be identified to contact participants to assess use of activities and strategies in the community.
 - LF No followup or TA is provided.